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ABSTRACT

This program for the School Administrators and Library Media Personnel Conference held in February 1977 contains a list of the Maryland and State Board of Education members, the conference agenda, and an introduction, as well as two speeches delineating the roles of the principal and the library media specialist in the instructional program. Topics discussed by the speakers include (1) specific guidelines administrators should follow in order to integrate the library media program successfully with curriculum; (2) the roles and functions of key personnel within the school in this integration process; (3) definition and elements of instructional development--setting objectives, constructing learning strategies, evaluating outcomes of instruction, and revising instructional programs; (4) potential contributions of the media specialist to the instructional development process at various stages in relation to these elements; and (5) specific steps administrators must take to help the library media program become a vital, integrated force within the school curriculum. (MBR)

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School Administrators' Role In The Development of Library Media Programs

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agenda

Friday, February 25, 1977

9:30 a.m. Registration

10:00 a.m. *Greetings*

Miss Nettie B. Taylor
Assistant State Superintendent
for Libraries
Division of Library Development & Services
Maryland State Department of Education

10:15 a.m. *Overview of Conference*-Slide/Tape
Mr. David R. Bender
Administrator
Office of School Media Services
Division of Library Development & Services
Maryland State Department of Education

10:30 a.m. *Presentations*

Mr. Martin Eichhorn, President
Secondary School Principals Association
Anne Arundel County Public Schools
Annapolis, Maryland

Mr. Robert A. Harrell, President
Elementary School Principals Association
Linthicum Elementary School
Linthicum, Maryland

11:00 a.m. *The Administrator and the Media Specialist: Developing a School Media Program Integrated with the Curriculum*

Dr. Barry Farnham
District Principal
Briarcliff Public Schools
Briarcliff Manor, New York

12:00 noon *The Role of the Principal and Media Specialist in the Library Media Program*

Mr. William Norman, Principal
Chesapeake High School
Mountain Road & Mt. Carmel Road
Pasadena, Maryland

Mrs. Mary Hackman
Media Specialist
Chesapeake High School
Mountain Road & Mt. Carmel Road
Pasadena, Maryland

12:30 p.m. **LUNCH**

1:30 p.m. *The Services of a Media Program*

Mr. David R. Bender
Administrator
Office of School Media Services
Division of Library Development & Services
Maryland State Department of Education

3:00 p.m. *How the Maryland State Teachers' Association Views the Use and Development of the Library Media Program*

Mr. Pete V. Treibley
Coordinator of Human Relations
Montgomery County Board of Education
Rockville, Maryland

3:30 p.m. **BREAK**

3:45 p.m. *Selection and Evaluation of Instructional Materials*

Mrs. Rosa L. Presberry
Specialist, Special Programs
Office of School Media Services
Division of Library Development & Services
Maryland State Department of Education

Review and Evaluation Center

Mrs. Rose Cardamone
Media Specialist
Review and Evaluation Center
Anne Arundel County Public Schools
Annapolis, Maryland

4:30 p.m. Group Sessions

6:30 p.m. **DINNER**

7:30 p.m. *The Role of Library Media Specialists in the Instructional Program*

Dr. Johanna S. Wood
Member, Central Coordinating Team
Competency-Based Curriculum
Public Schools of the District of Columbia
Washington, D. C.

8:30 p.m. Group Sessions

Saturday, February 26, 1977

8:30 a.m. *Planning Instruments for School Library Media Programs*

Dr. James W. Liesener
Professor
College of Library & Information Services
University of Maryland
College Park, Maryland

12:30 p.m. **LUNCH**

1:30 p.m. *Instructional Use of Materials*

Mrs. Barbara San Gabino
Principal
West Annapolis Elementary School
Annapolis, Maryland

Mrs. Jane Anders
Media Specialist
West Annapolis Elementary School
Annapolis, Maryland

2:45 p.m. *Summary*

Mr. Thomas Bradley
TV Specialist
Division of Instruction & Pupil Services
Prince George's County Board of Education
Upper Marlboro, Maryland

introduction

The School Media Services Office of the Maryland State Department of Education sponsored the "School Administrators and Library Media Personnel Conference" on February 25-26, 1977, to establish a dialogue between teams of principals and library media specialists on ways of improving the quality of a school library media program and its role and relationship to the instructional program. During the two-day Conference, the participants explored programs and services that could be provided by library media personnel in planning, managing, and budgeting for effective library media services as well as the roles and functions of the school administrator and library media specialists.

The Conference was designed to delineate the roles of the principal and library media specialist in the instructional program. *Criteria for Modern School Media Programs* describes the library media specialist as functioning at the center of the school's instructional program. Consequently, the innovative specialist has a unique opportunity to influence the entire school program. As the instructional leader of the school, the principal is in the best position to make important decisions that tie library media services to the rest of the instructional program. The library media specialist and principal plan together the essential elements of the library media program which must have the full support of teachers and students. The principal provides the educational leadership, establishes the policies, and encourages the library media specialists and teachers in their efforts to make the library media program an integral part of student learning.

Since current literature contains little material concerning the role of the school administrator and library media specialist, the program participants have requested that the two keynote addresses from the Conference be reproduced. The contents of these speeches will have many uses throughout the library media community.

Dr. David R. Bender
Administrator
Office of School Media Services
Maryland State Department of Education

the media program

The Administrator and the Media Specialist: Developing a School Media Program Integrated with the Curriculum
Dr. Barry Farnham

This morning, in commencing your two-day workshop, I shall address myself to "the issue of the administrator working with the media specialist to develop a school media program that is integrated with the curriculum."

It seems to me that there isn't much new and earth-shaking that I can say to you—except that I will take a media specialist point of view, given the fact that almost all administrators have come up from the ranks of classroom teachers and, therefore, necessarily have given little thought to the unique perspective of media specialist. And it *is* a unique perspective. A good starting point might be an identification of what makes the media specialist's viewpoint different from that of the classroom teacher:

Certainly, in my view, number one is:
. . .the essential "loneliness" of the job: the fact that no matter how cordial and cooperative the media specialist's relationships with teachers are, no matter how closely he/she works with teachers and other staff, unless we are talking of a large school, the media specialist is in a "unique" role. There is no one else with whom to talk about the constantly-arising problems of library organization and program, no one who really understands and talks the same professional language. This is an occupational hazard, albeit one that is cheerfully borne by media specialists or else they would not have chosen this field; most teachers and teacher-trained administrators, busy with staff talk about report cards, reading groups, and textbook evaluations, are not aware that the media specialist is struggling with "separate but equal" problems alone! Secondly, but more importantly, I'd identify the "catbird" seat in terms of viewing the children of the school and the total instructional program of the school as what makes the media specialist's viewpoint different from the classroom teachers'. Who but the media specialist watches a child's academic progress all the way through his school career, sees his handwriting change, notes changes in the way he approaches his assignments, sees his social behavior improve or deteriorate, watches his literary taste develop from Dr. Seuss to Dorothy Sayers. Who but the media specialist sees the way the school's curriculum spirals and intertwines, requiring materials on the same topic but of varying degrees of difficulty.

At this point, it might be appropriate to insert the following quotation, taken from a position paper written for the Association of Childhood Education International by Ira J. Gordon, Graduate Research Professor of Foundations of Education, and Director, Institute for Development of Human Resources, College of Education, University of Florida, Gainesville:

Writing on the theme: "On the Continuity of Development," Dr. Gordon has this to say:

> Continuity, in our normal educational use of the word, refers to the ongoing relationships between an individual's behavior, attitudes, and personality at one age and at a later age. Institutionally, we sometimes define continuity as the articulation of experiences from each level of schooling to the next higher level. . . . A broader view suggest(s) that in addition to continuity over time there is also continuity within the person—a connectedness of brain and heart, of body and mind, of feeling and intellect. . . .
> . . .We should see to it that *all* aspects of education, at *all* ages, are focused on synthesis of knowledge (intellectual, affective, psychomotor, aesthetic) by the children. They should experience the self and the world and should comprehend the flow from each to the other. Theirselves are built through these continuous trans-actions between inner and outer. This continuity means that they be provided early with opportunities to experience, to handle, to respond, to require responses, to explore, to manipulate, to challenge, to dare, to cope, to feel.

It seems to me that libraries, School Media Centers, Instructional Media Centers, Media Services Centers, or, what you will, and the Media Specialists who direct them are uniquely suited to interpret curriculum in terms of this kind of continuity, this flow. In my judgment, the most valuable contribution an administrator can make toward this end is to support the following procedures:

- Media Specialists need to meet with teachers both formally and informally to discuss curriculum plans and concerns. Since this requires uninterrupted time for both, the media specialist should not be used as babysitter for classes while teachers meet.
- Prime consideration should be the varying needs and learning styles of the students as they relate to curriculum. Teachers and media specialists need to work together to pinpoint each student's level of ability and to design media services learning experiences that bear on the curriculum while adding an extra dimension to classroom endeavors.
- Formal, abstract teaching of library/research skills according to an arbitrary library skills curriculum should be coordinated with the unit being taught in the classroom.
- Mutual goals should be set. This might take the form of increased self-sufficiency for elementary students, successful completion of a year-end research project for middle school students, development of critical judgment (identifying propaganda, biased viewpoints on the part of the author) of research sources for high school students. Teachers and media specialists should be in accord vis-a-vis the goals for each student.
- Media Specialists should be accepted as the teachers that they are, then should *not* be thought of as mere purveyors of library merchandise. Not too long ago, I was asked in an interview for *Learning Today*: "If this means that I feel that a librarian should perform an actual teaching function on an instructional team?" My response was and is, "Absolutely."

So stating, now let's *dream*:

In a best-of-all possible school media services programs situation, we have:

- Teachers who never send students to the media services center with poorly-prepared, vaguely-worded assignments.
- Media specialists who are never too busy to help—or at the very least—to give friendly attention to the students who frequent the media services center.
- Teachers whose curriculum plans include media services center materials which *are accurate* because they have made themselves aware of the media services center's actual resources.
- Media specialists who constantly bring new materials to the attention of teachers so that assignments can reflect a growing, changing collection.
- Teachers who consult with media specialists *before* planning an assignment that will require 45 children to look for books on the same subject.
- Media specialists who *know* their collection—really know it in terms of which materials will serve which children and which teachers—and who care about making that perfect match.

In the best of all possible worlds, we have:

- Teachers who expect students to use audiovisual materials as learning resoures, not as entertainment; whose attitude is not "When you finish your work you may look at a filmstrip" but, rather, "After you have viewed this filmstrip, we will discuss its main points and compare it with the book on the same subject."
- Media specialists who keep their libraries as appealing as if they were shopkeepers tempting the buying public—with displays, centers of interest, and a variety of eye-catching "merchandising" techniques.
- Administrators who have faith in their media specialist's professional judgment, assessment of needs and priorities, and estimate of program effectiveness. The key point here is to remember that, while very, very few, if any, classroom teachers are former media specialists, many media specialists have been classroom teachers and, therefore, can extrapolate teachers' needs quite accurately.
- Administrators who realize that only with flexible scheduling can media specialists give the most of themselves and their collections and that lock-step scheduling, designed from a contract that mandates time-off for teachers, destroys rather than builds a media services program.
- Media specialists who are not afraid of constant, ongoing self-evaluation, as teachers *too*. Is this unit really working? Are we really seeing any carry over from classroom to the media services center and back again? What went wrong? How can it be made better?
- Administrators who give their media specialists opportunity for honest, open communication, realizing that the views from the media services center and the main office are strikingly similar: *the entire programmatic structure of the school.*

Robert Frost, when asked once how children could be motivated to read, replied: "Surround youngsters with so many books that they stumble over them."

An oversimplification, but a good beginning. If we ask a more complex question—How can students be motivated to learn, to explore, to develop characteristics of sound critical thinking, creative imagination, and good literary sense?—the answer takes us beyond mere book-saturation. It requires surrounding youngsters with books, of course, and also with high quality audiovisuals, with "touchables" (realia, if you will)—and most of all, with *people* deeply committed to program and process suited to the learners' needs. Curriculum is a "people" product. An administrator who recognizes that for all the cataloging chores, ordering and invoicing, storytelling, and "shopkeeping" tasks a media specialist does, the school media specialist is first a professional educator along with the classroom teacher—*that administrator* is indeed "working with the school library media specialist to develop a school media program that is integrated with the curriculum."

Who is that critically important "key" administrator? Jane Hannigan, a member of the Joint Committee on the Standards Revision—in the fall 1973 issue of *School Media Quarterly*, writes:

> The Media Program is not characterized as supportive in the new standards. *Rather*, there is a clear recognition of the central role of Media in learning. The Media Program is envisioned and presented as an integral part of the total fabric of instructional design, entirely necessary for the accomplishment of educational objectives.

The School Media Specialist should also be so recognized, envisioned, and presented. By whom? By the Media Specialists.

Principal! The principal is the administrator whose support the Media Specialist must cultivate! First of all, the principal must allow the Media Specialist to function as:

1. A PROFESSIONAL
   Not as a study-hall supervisor, paraprofessional, secretary, clerk, custodian or cook ... But, rather , as a professional who has broad preparation in education and media (including Library and Information Science, Educational Communication and Technology, and Curriculum and Instruction).

Secondly, the principal must encourage the Media Specialist to function as:

2. A TEACHER
   Of "Users" - Students, Student-Teachers, Probationary and Tenure Teachers, Administrators, and the School's Public -
   ***Teaching them all - about Media Services and how Media Services are woven into Curriculum and Instruction.
   ***Teaching them - that school Media Programs are essential to the development of a personalized approach to learning and to the creation of more humane schools.

Thirdly, the principal must allow the Media Specialist to function as:

3. A DEPARTMENT CHAIR—PERSON WHO:
   a. Operates a Media Services Center - providing a Media Services Program by selecting, organizing and distributing Media Services materials and equipment.
   b. Manages the Media Services facility in an efficient and effective manner.
   c. Formulates and executes the Media Services budget.
   d. Recruits, assigns, and evaluates Media Services Personnel - Professional and Support Staff.
   e. Represents the Media Services Department at Department Chairperson's meetings with the principal.
   f. Communicates regularly on all aspects of the Media Services with the principal.

FOURTHLY, AND PERHAPS MOST IMPORTANTLY: The Principal must allow the Media Specialist to function as:

4. A CURRICULAR AND INSTRUCTIONAL RESOURCE PERSON IN -
   a. Interpreting the District Media Services Program.
   b. Serving as a Specialist for the Generalist.
   c. Referring Users to Media Services personnel outside the Media Specialist's immediate area of expertise.

d. Working with teachers in developing course content and instructional strategies.
e. Making the Media Services Center an alternative Center by providing opportunities for discovery and exploration beyond the written curriculum.
f. Soliciting users (especially teachers and students), input, advice, and counsel on how to make Media Services most responsive to user's needs.

If the Media Specialist is allowed to function as I've suggested--the Media Specialist and Media Services will be established as central to any proposed curriculum.

The Principals allowing the Media Specialist to be integrally associated with curriculum and instruction--*is the way* to let the Media Specialist know that THE PRINCIPAL AND THE MEDIA SPECIALIST are together as a team of educational leaders. The Principals encouraging the Media Specialist to be integrally associated with curriculum and instruction--*is the way* to demonstrate to the faculty and staff that they must look to the Media Specialist as the school's primary resource person whenever curriculum and instruction--past, present, or future--are to be considered.

Next - some administrator's beliefs, some questions, and some responses regarding the media specialist--curricular and instructional learning activities:

I believe it is important that we personalize everything that happens in the school; at the same time, we can't provide instruction on an individual basis. No school can. Still, we can--and must--diagnose what individuals need and, then, prescribe whatever is necessary.

Q: How do you do this?
A. One important way is through an imaginative use of print and nonprint media. With proper utilization, these resources can facilitate learning in a truly self-directed way, even beyond what a teacher can do. In this regard, it should be kept in mind that by the time a youngster has gone from grade one to high school graduation, he has spent about 12,000 hours in the care of a teacher. But during this time, he has also watched about 12,000 hours of television and read no telling how many books, periodicals, and newspapers to say nothing of more ephemeral kinds of printed materials. It all means that even the typical student has more information than most teachers think, and a good deal of it has come to him as a result of what he has experienced outside the classroom.

Q: In light of this, do I believe there should be anything special about the media specialist's role in the learning process?
A. Indeed I do. When I used the term "media," I meant to include the media specialist, for this person can be an important human resource. This importance derives from the fact that a media specialist not only

meets learners on an individual basis, but he/she also deals with teachers in a much more informal way than anyone else can. In short, the media specialist can maximize the opportunities that are available in a school which offers alternatives for learning.

Q: What is the peculiar contribution which a media specialist can make to learning?

A. If we start from the premise that the educator's job is to diagnose individual needs and prescribe instruction accordingly, then it follows that the personalization which a media specialist can bring to the learning process should made each task more appropriate and palatable.

Q: Has my experience led me to believe that teachers react positively to unsolicited suggestions which media specialists make about devising new methods and techniques?

A. Given the fact that all experts tend to be defensive, it seems to me that teachers have a fairly good record in this area. Teachers, like everyone else, are busy people, and anyone who is working hard finds it difficult to stop and see who could be of help. For this reason, it is better that teachers and media specialists get together on classroom strategy at the earliest possible moment, long before it is necessary to scramble something together or deal with a crisis situation. When you look at it this way, it seems clear to me that a good deal of the responsibility for solving this problem rests with the media specialist.

Q: Is there danger of conflict between teacher and media specialists if a student's self-directed use of study tools takes him into areas that the instructor feels is superfluous or inappropriate?

A. This is where communication is of paramount importance. These conflict situation can arise, although I hope we have few teachers who want to limit a student's thinking to what the former knows. But whatever else happens, the student should not be caught in the middle when professional educators disagree on what kind of study is most useful for given learners. Sensibilities in a bureaucracy can be like exposed nerves, and I for one am anxious that the student not be the loser in any professional tug-of-war.

Q: When administrators meet at educational conferences, do we spend much time talking about the role which media services centers can play in learning?

A. I am afraid not. In fact, it seems to me that the only time we discuss the media services center is when the subject of money or standards comes up. Anyone who checks the convention topics which dominate the program of any educational administrator's conference will see that hardly anyone discussed the importance of media in learning. This is a pity, for it is a truism that the modern media services center should be the hub of the entire curriculum.

Q: Does this mean it is hopeless to think that administrators can ever interest themselves in a media-services-centered development of curriculum and instruction?

A. I wouldn't want to go that far. For one thing, the 1974 Conference of the National Association of School Principals co-sponsored at least three sessions with the American Library Association in which the main topic was "The principal and librarian as a team for curriculum change." I feel as administrators we have a long way to go in thinking through this problem; but some of us are working on it, and we may even be making some headway.

Perhaps today is an indication of this taking place--I hope so.

* Portions of this presentation were prepared with the extensive participation of Mrs. Betsy Sterman, Elementary School Librarian, Todd School, Briarcliff Manor.

Dr. Barry Farnham
District Principal
Briarcliff Public Schools
District Office
Briarcliff Manor, New York

the role of the specialist

The Role of the Library Media Specialist in the Instructional Program
Dr. Johanna S. Wood

Instructional development is a term that is being used increasingly in elementary and secondary public school education. Certainly, the term and the process itself are not new. The literature in the area of educational technology is replete with references to the instructional development process. These references provide us with a variety of definitions of the process. However, for our purposes, let us define instructional development as a systematic, data-based process for designing, developing, implementing, evaluating, and revising instruction. Three key characteristics of the process are it is learner-focused, data-based, and systematic in approach.

In instructional development, the basic questions are the same as those faced in the development of curriculum. These questions remain the critical ones:

1. What is to be taught to learners?
2. How will it be presented to learners?
3. How are learners to be evaluated?

The instructional development process coordinates and combines four basic elements in a highly organized way to create an instructional systems approach. These elements are:

1. *The instructional objectives* which express in specific terms what the learner will be able to do at the end of the learning sequence/instructional unit;
2. *The instructional strategies* which specify the activities the learner will engage in to achieve the objectives and which employ a variety of learning modes in order to accommodate differences in learning styles of students;
3. *Evaluation* (assessment) which measures the degree to which the objectives have been achieved; and
4. *Revision of the instructional program* based on the data derived through the evaluation process.

When we take a close look at these four elements, we see that the instructional objectives represent the desired or intended outcomes of instruction while student performance and student achievement represent the actual outcomes of instruction. The second element, the instructional strategies, provides the ways students can learn whatever it is that they are expected to learn. Evaluation, the third element, is used to determine whether or not there is a gap between the intended outcomes and the actual outcomes--as well as the extent of the gap if it does exist. Revision, the fourth element, continues in the instructional development process until the stated objectives are achieved.

One of the effects of utilizing the instructional development process is that it helps us to measure at the classroom level, the building level, and at the system level the degree to which our programs are effective or ineffective. Data collection for this reason is an important part of the instructional development process. However, we can reason that the smaller the gap between intended and actual outcomes, the more effective is the instructional program. Conversely, we can reason that the larger the gap between intended outcomes and actual outcomes, the more ineffective is the instructional program.

Another effect of utilizing the instructional development process is that it brings about changes in roles. For example, the traditional role of the teacher that we all know is that of "knowledge-dispenser" and "information-teller." However, in the instructional development process, the teacher becomes a classroom manager and a learning facilitator who carefully structures the learning environment to guide students toward the achievement of objectives. This is done through the development of carefully-planned learning activities which use various media and which relate very directly to the instructional objectives.

Certainly, the pertinent questions that we must address here are those that relate to our roles as librarians. Is there a place for the school librarian in the concept of instructional development? Does it necessitate a a role change for the school librarian? Is there a new role for media? What is the place of media in instructional development? What is the function of the media program within the context of the instructional development process?

A simple, direct answer is "yes, there is an important role for the school librarian, for media, and for the media program in the process." However, its use, as with the utilization of many other newer approaches to learning and teaching, is bringing about great changes to the traditional school library. Instructional development requires an increased use of media for instructional purposes. However, the term "increased use" does not convey the full meaning, for in the concept of instructional development, the media carry the content and, thereby, become the transmitters of information and the instruments of learninig. In other words, media are central to the concept.

As a direct result of the newer approaches to learning, school libraries are being transformed across this country into library media centers in which library and audiovisual materials are fused into unified media programs. The traditional school librarian is disappearing quickly and is being replaced by a newer model who carries the title "library media specialist."

Who are these library media specialists? First, they are full members of the instructional team who work in partnership with teachers to help students achieve instructional objectives. Moreover, they are persons who possess competencies in media design, development, and evaluation.

Now, let us identify the potential contributions of school library media specialists to the instructional program at each stage of the instructional development process.

Stage I - Setting Instructional Objectives
Stage II - Constructing Learning Activities
Stage III - Evaluating the Outcomes of Instruction

Stage IV - Revising the Instructional Program

Setting Instructional Objectives - This is the planning stage. Not only do library media specialists work with the team to determine appropriate objectives through the assessment of student needs, but they can also help identify the learning styles of students. They can purchase or locate materials which are appropriate to varied curriculum needs and student needs. When library media specialists are involved at the planning stage there is greater assurance that varied media will be fully integrated into the learning sequence and the instructional program.

Constructing Learning Activities - It is just as important that library media specialists be involved in determining the instructional strategies that are to be employed to help students attain the objectives. Planning conferences with teachers is necessary in designing the instructional strategies which utilize media. The library media specialists can help to determine what kinds of media are best suited for specific instructional strategies. Additionally, library media specialists can assist teachers in the production of media such as transparencies, learning activity packages, mediated instructional modules, films, filmstrips, and slide-tape presentations.

Evaluating the Outcomes of Instruction - In the instructional development process, evaluation is ongoing. It is important that the evaluation plan be in performance agreement with the instructional objectives. Library media specialists can help gather data and analyze feedback about student progress through the use of such methods as testing, observation, and interaction with students. Testing is an essential element in the instructional development process. It is obvious why this is so. The performance tests administered to students provide the data needed by the instructional team or the classroom teacher to determine if the individual learners have achieved the objectives.

Revising the Instructional Program - If the objectives have not been achieved by learners, then the teacher's role is to route new learning paths by identifying alternative strategies and media that the learners can utilize. This becomes the feedback loop that provides for the revision of the instructional plan if the learners have not achieved the objectives. The school library media specialist can assist in the identification of alternative learning paths and media.

A critical question is "how can administrators and teachers help the library media program become the vital force that it should be in the instructional program?" The attitudes and actions of building principals are key factors here. As the instructional leaders of their schools they can:

1. Bring teachers and library media specialist together in planning groups;
2. Support adequate budgets for their library media centers so that the needed materials in varied formats will be available in the school;
3. Seek to provide clerical and technical assistance for the library media specialist, with a realization and an understanding that with support personnel as a part of the media team,

students and teachers will have greater access to the professional services of the library media specialist for instructional development activities.

4. Encourage the library media specialist to conduct inservice workshops for teachers on newer techniques of media utilization for more effective presentations of content matter;
5. Utilize the planning expertise of media specialists in preparing programs for parents and community groups
6. Give active, visible support to the library media specialist and the media program by participating in media program activities.

Teachers, also, can help the library media center fulfill its potential as an instructional force within the school. It is important that they perceive library media specialists as instructional personnel and as vital members of the instructional development team. When teachers have this perception, they involve the library media specialist in planning the instructional objectives, in designing the instructional strategies, in evaluating the instructional outcomes, and in revising the instructional design, wherever necessary.

Finally, it is imperative that librarians, as media specialists, view their roles in an instructional context as they go about their tasks of selecting, acquiring, organizing, coordinating, retrieving, designing, evaluating, and revising media.

Today's library media specialists see themselves as instructional leaders, as educators, and as vital members of the instructional development team.

Dr. Johanna Smith Wood
Member, Central Coordinating Team, Competency-Based Curriculum (CBC)
Public Schools of the District of Columbia Washington, D. C.